

Alachua County Public Schools

Alachua Regional Juvenile Detention Center



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	18
Budget to Support Goals	18

Alachua Regional Juvenile Detention Center

3440 NE 39TH AVE, Gainesville, FL 32609

www.sequelyouthservices.com

Demographics

Principal: Emma Lewis

Start Date for this Principal: 8/7/2017

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	18

Alachua Regional Juvenile Detention Center

3440 NE 39TH AVE, Gainesville, FL 32609

www.sequelyouthservices.com

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Alachua Regional Juvenile Detention Center (ARJDC) is a 48 capacity Department of Juvenile Justice Residential Detention Center for juvenile delinquents. Through effective holistic treatment of the youth, ARJDC uses evidenced based programming and behavior management techniques to assist in the development of the young men and women inmates into productive individuals of society through the focus on morals and values that will increase the self esteem of each young inmate that it serves. Inmates have time to reflect upon their past criminal actions and grow from them positively.

Provide the school's vision statement.

The Alachua Regional Juvenile Detention Center (ARJDC) wants a bright and honorable future for each young inmate. The goal is to assist in reforming the inmates to become productive members of society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lewis, Emma	Principal	Emma Lewis is the Principal of the Academic Program of the Alachua Regional Juvenile Detention Center (ARJDC), a Department of Juvenile Justice (DJJ) Residential Detention Center for juvenile delinquents. Mrs. Lewis oversees the entire academic program from a student's enrollment throughout the student's release from the Detention Center. Additionally, Mrs. Lewis oversees and ensures the accuracy of course assignments, individualized academic plans and supports, progress monitoring, curriculum modification, awarding of credits, administration of state standardized assessments, accuracy of graduation requirements, ESE/504 accommodation services, notifies parents, guardians, JPOs and other departments on campus of student academic status and progress and ensures all DJJ, FDOE and Alachua County School District policies and protocols pertaining to the Alachua Regional Juvenile Detention Center's Academic Program are adhered and compliant with the contract for educational services between the School Board of Alachua County and Sequel Youth and Family Services (ARJDC). Furthermore, Mrs. Lewis hires, evaluates and establishes professional goals for her academic team, ensuring professional development, credentialing and instructional development of academic instruction.

Demographic Information

Principal start date

Monday 8/7/2017, Emma Lewis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level															Total
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Number of students enrolled	0	0	0	0	0	0	0	2	1	12	4	9	5	4	37	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	2	4	0	0	8	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	2	3	0	0	8	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	3	0	0	4	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	3	2	1	0	0	6	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	0	2	0	0	4	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	2	3	0	0	8

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/2/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
Number of students enrolled															
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ALGEBRA 1 EOC

The lowest performance was in the area of math.

Algebra 1 EOC Assessment Data

Students Assessed (5 students)

Students scored Level 1 (5 students) - 100%

Contributing Factors and Trends:

Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, have been suspended or expelled from several schools due to their behavior and criminal actions, are two or three years behind their appropriate grade-level/cohort, have a severe lack of academic motivation and have many academic deficiencies in math, reading and writing.

Students are administered the Algebra 1 EOC assessment during their enrollment (in accordance with the FDOE's testing schedule). Regardless of the amount of time students have been enrolled at ARJDC or the previous preparation students have had for this assessment, if, according to the

student's transcript, the student is eligible to be administered this assessment, the student is provided the opportunity to be assessed as required. However, if students have been enrolled prior to the assessment, they are provided opportunities to enhance their math skills and prepare for the Algebra 1 EOC Assessment. However, often times, some students are so extremely deficient in their math skills, they do not achieve proficient scores on this assessment. Also, because of the lack of academic motivation, students often will not attempt to perform well on this assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Level 1 Math
Math Course Failure

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve Student Engagement
2. Increase credit accrual and credit retrieval
3. Improve Algebra 1 and FSA ELA assessment scores
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

To better ensure our students at ARJDC will have opportunity to accomplish optimal academic progress while enrolled, it is important for our students to be engaged and intrinsically motivated academically. Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, did not have stable or positive homes lives, have attended several schools or often did not attend school due to their behavior and criminal actions, have a severe lack of academic motivation and have many academic deficiencies in math, reading and writing which cause limited vocabulary, writing and calculation skills. All of the above mentioned factors contribute to a disdained attitude towards a structured academic program. Most of the students do not value their education.

Measurable Outcome: During the 2020/2021 academic year, the academic program at ARJDC will increase student engagement in the academic program by 10%

Person responsible for monitoring outcome:

Emma Lewis (emma.lewis@sequelyouthservices.com)

Evidence-based Strategy:

Individualized academic plans and supports, progress monitoring, curriculum modification, credit retrieval courses, Edmentum Courseware course pre-tests for credit retrieval courses, Use Title 1 supplemental tutorial/remedial curriculum supports for credit retrieval: IXL, supplemental curriculum for core subject areas, ESE/504 accommodation services.

Rationale for Evidence-based Strategy:

Most students who are enrolled at ARJDC have already experienced so many personal and academic challenges prior to enrolling. It is the belief of EVERY member of the Academic Department that we are here to do what is possible to assist these at-risk students become positive members of society and are of the belief that an education is a solid foundation for that. Therefore, we will provide opportunities for students to re-engage and become intrinsically motivated academically.. Our population is a challenging one, but it is ever so rewarding to see the personal growth and confidence of these students as they re-engage and have autonomy of their academic progress. Students will have a sense of pride in their academic accomplishments. As a result they can obtain credits, complete failed courses and possibly gain grade level promotions, accurate cohort placements and the ultimate accomplishment would be to graduate with a HSD.

Action Steps to Implement

- *Review each incoming student's transcript and devise an individualized academic plan based upon credits, assessment scores, cohort year, age and length of time at ARJDC
- *Discuss the academic plan with the student and parent/guardian if possible
- *Provide students with adequate note taking and test taking strategies
- *Instruct students of the accommodating tools of the Edmentum system to assist with course assignments
- ^Implement positive incentives to acknowledge student academic accomplishments (celebrate small successes)
- *Students receive instant assessment results and will be equipped with the platform to monitor their own academic progress
- *Students will have opportunity to work at an excelled or slower pace if warranted
- *Students will work on grade-level course work
- *Assign Credit Retrieval Courses in Edmentum
- *Students are administered the retrieval courses pre-tests for adequate course units that were not successfully mastered
- *Use Title 1 supplemental tutorial/remedial curriculum supports for credit retrieval: IXL, supplemental curriculum for core subject areas

- *Conduct bi-weekly academic progression discussions with students
- *Provide adequate curriculum supports, remediation and tutorials in the Edmentum Curriculum
- *Adjust academic plan if needed.

Person
Responsible Emma Lewis (emma.lewis@sequelyouthservices.com)

#2. Other specifically relating to Credit retrieval and credit accrual**Area of Focus Description and Rationale:**

To better ensure our students at ARJDC will have opportunity to advance to their appropriate grade level and cohort year, it is important for our students to retrieve credits of previously failed courses and obtain credits during their enrollment. Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, did not have stable or positive homes lives, have attended several schools or often did not attend school due to their behavior and criminal actions, have a severe lack of academic motivation and have many academic deficiencies in math, reading and writing which cause limited vocabulary, writing and calculation skills. All of the above mentioned factors contribute to failed and missing middle school and high school courses as well as inaccurate cohorts and grade levels.

Measurable Outcome:

During the 2020/2021 academic year, the academic program at ARJDC will increase the success rate of student credit retrieval and credit accrual by 10%

Person responsible for monitoring outcome:

Emma Lewis (emma.lewis@sequelyouthservices.com)

Evidence-based Strategy:

Individualized academic plans and supports, progress monitoring, curriculum modification, credit retrieval courses, Edmentum Courseware course pre-tests for credit retrieval courses, Use Title 1 supplemental tutorial/remedial curriculum supports for credit retrieval: IXL, supplemental curriculum for core subject areas, ESE/504 accommodation services

Rationale for Evidence-based Strategy:

Most students who are enrolled at ARJDC have already experienced so many personal and academic challenges prior to enrolling. It is the belief of EVERY member of the Academic Department that we are here to do what is possible to assist these at-risk students become positive members of society and are of the belief that an education is a solid foundation for that. Therefore, we will provide an opportunity for our students to earn credits that are missing and retrieve credits from previous failed courses during their enrollment. Our population is a challenging one, but it is ever so rewarding to see the personal growth and confidence of these students as they obtain credits, complete failed courses and possibly gain grade level promotions and accurate cohort placements.

Action Steps to Implement

- *Review each incoming student's transcript and devise an individualized academic plan based upon credits, assessment scores, cohort year, age and length of time in the Alachua Academy program.
- *Discuss the academic plan with the student and parent/guardian
- *Assign Credit Retrieval Courses in Edmentum
- *Students are administered the retrieval courses pre-tests for adequate course units that were not successfully mastered
- *Use Title 1 supplemental tutorial/remedial curriculum supports for credit retrieval: IXL, supplemental curriculum for core subject areas
- *Conduct bi-weekly academic progression discussions with students
- *Provide adequate curriculum supports, remediation and tutorials in the Edmentum Curriculum
- *Adjust academic plan if needed.

Person Responsible

Emma Lewis (emma.lewis@sequelyouthservices.com)

#3. Other specifically relating to Improve FSA ELA and Math EOC Assessments scores**Area of Focus Description and Rationale:**

Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, did not have stable or positive homes lives, have attended several schools or often did not attend school at all due to their behavior and criminal actions, are at least two or three grade-levels behind, have a severe lack of academic motivation and have many academic deficiencies in math, reading and writing which cause limited vocabulary, writing and calculation skills. All of the above mentioned factors contribute to severe deficits in reading and math skills, which result in low performance in Reading and Math on ELA and Math EOC assessments.

Measurable Outcome: During the 2020/2021 academic year, the academic program at ARJDC will improve FSA ELA and Math EOC assessment scores by 10%.

Person responsible for monitoring outcome:

Emma Lewis (emma.lewis@sequelyouthservices.com)

Evidence-based Strategy:

Individualized academic plans and supports, progress monitoring, curriculum modification, assessment skills deficits diagnostic plan, small group intensive instruction aligned with skill deficits, Use Title 1 supplemental tutorial/remedial curriculum supports. Edmentum Courseware assessment prep courses, ESE/504 accommodation services regarding assessment accommodations,

Rationale for Evidence-based Strategy:

Most students who are enrolled at ARJDC have already experienced so many personal and academic challenges prior to enrolling. It is the belief of EVERY member of the Academic Department that we are here to do what is possible to assist these at-risk students become positive members of society and that an education is a solid foundation for that. Therefore, we will provide an opportunity for our students to enhance their reading and math skills to make substantial improvements on their Standardized Assessments focusing on Reading and Math. Our population is a challenging one, but it is ever so rewarding to see the personal growth and confidence of these students as they both enhance their skills and make improvements on their required assessments.

Action Steps to Implement

- *Review each incoming student's transcript for credits and assessments and devise an individualized academic plan based upon credits, assessment scores, cohort year, age and length of time at ARJDC
- *Discuss the academic plan with the student and parent/guardian if possible
- *Assign Credit Retrieval Courses in Edmentum (modify curriculum if needed)
- *Assessment skills deficits diagnostic plan devised by Testing Coordinator
- *Small group intensive instruction aligned with skill deficits to prepare for assessments
- *Use Title 1 supplemental tutorial/remedial curriculum supports to improve vocabulary, reading skills, math skills, STAR Assessments and IXL
- *Edmentum Courseware assessment prep courses for FSA ELA and Math EOCs,
- *Provide ESE/504 accommodation services regarding assessment accommodations,
- *Monitor progress and conduct bi-weekly academic progression discussions with students
- *Provide adequate curriculum supports, remediation and tutorials
- *Adjust academic plan if needed.

Person Responsible

Emma Lewis (emma.lewis@sequelyouthservices.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

All stakeholders at ARJDC work collaboratively to design, implement and maintain a culture of caring, learning, purpose, and results. Administration, staff and students work together to embody ARJDC's mission and vision as a holistic approach is taken not only in the academic focus in the classrooms but in all areas of the community within the detention center to provide structure and cohesiveness for each student. There are weekly Leadership Team meetings with all departments on campus represented. During these meetings, all areas of the student's treatment plan, including academics, are discussed and plans are devised to promote academic achievement and enhancement. From these meetings, goals are set for students and the goals are revisited as progress is monitored weekly. There are daily recreational activities with the students. This is done while having fun, building positive relationships and promoting self-care for the students.

There are family sessions, sessions with JPOs and individual sessions with the center's therapist that address an array of traumatic issues to begin to employ a healing approach that will result in self-reflection, improved self-esteem, self-governing and ultimate self-acceptance and responsibility. There are partnerships in the local community to provide additional therapeutic services, career services and individualized transitional services for each student. The students participate in special family events and members of the community, Alachua County School District, FDOE and DJJ are invited to attend. We try to incorporate and introduce a better understanding of self-worth, citizenship and responsibility in the students to aid them when they are released from the detention center back into their community or transitioned to another DJJ residential program.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Other: Credit retrieval and credit accrual	\$0.00
3	III.A.	Areas of Focus: Other: Improve FSA ELA and Math EOC Assessments scores	\$0.00
Total:			\$0.00